



THE UNIVERSITY OF WINNIPEG

Integrated Academic and Research Plan (2016 – 2021)

INTRODUCTION

During the 2014-15 academic year, The University of Winnipeg engaged in a series of consultations aimed at articulating our vision and priorities for the next five to ten years. Through these discussions, our community reflected on the vision, mission, and values of UWinnipeg and shared their views for our future.

Over the last fifteen years, UWinnipeg has evolved from a small, almost exclusively undergraduate liberal arts institution with one Faculty of Arts and Science into a medium-sized university with five Faculties, an enrolment of approximately 10,500 students, and a suite of unique graduate programs. The University also has seen significant growth in its cost-recovery programs in Professional and Applied Continuing Education (PACE) and its English Language Program (ELP) as well as in The Collegiate. This rapid growth and transformation has led us to reflect on the kind of institution we are now and what we seek to be. Our Strategic Directions Framework, approved by the Board of Regents in October 2015, affirmed our intention to consolidate and to preserve our newfound identity as a medium-sized institution. Within that framework, we are committed not only to sustaining our longstanding tradition of excellence in teaching, but also to developing our growing reputation as a research institution, and, vitally, to strengthening the enduring connections between our teaching and research vocations. In everything that we do, we seek to sustain our commitment to placing our students at the centre of this learning community; we aspire to provide our students with a sustainable culture of learning that promotes their success as fully engaged agents for social change and justice; as fully informed scientists, entrepreneurs, professionals, or pre-professionals; and above all, as educated citizens keenly aware of their responsibilities to both local and global communities.

In the fall of 2015, The University of Winnipeg Board of Regents approved five UWinnipeg Strategic Directions: Academic Excellence and Renewal; Student Experience and Success; Indigenization; Research Excellence, Knowledge Mobilization and Impact; and Financial and Institutional Resilience. These Strategic Directions were presented in the context of preserving the roots of UWinnipeg, that is, who we are and what we want to be. We remain committed to providing high quality undergraduate and graduate education with a focus on liberal arts. Our strengths include an intimate and engaged learning environment; Indigenous inclusion; research that has an impact on our local and global communities; sustainability; community engagement; accessibility; and diversity. As stated in the Strategic Directions:

“We see ourselves moving in a direction that acknowledges and protects the core of our institution – those principles that have earned us a reputation as a post-secondary institution of excellence – while creating a resilient and stable foundation upon which to build our future.”

Following from the approval of the Strategic Directions in October 2015, the Vice-President, Academic and the Vice-President, Research & Innovation were charged with leading the development of an Integrated Academic and Research Plan (IARP) that would define specific and focused actions to help UWinnipeg achieve the stated goals related to our Strategic Directions.

The Strategic Directions position the entire institution to work cooperatively toward a shared set of broad goals. In its turn, the IARP provides further direction and focus by identifying specific actions. This is the first time that UWinnipeg has developed an integrated academic and research plan in an attempt to emphasize our strong institutional belief that classroom experiences contribute to and strengthen research activities, while research activities and knowledge strengthen teaching and enhance the classroom experience for students. The intent of this approach is to draw on our collective strength as an institution intensively engaged in both teaching and research that recognizes the need for a balanced and integrated approach to our activities.

An IARP Steering Committee was formed in late fall 2015 chaired by the VP Academic and the VP Research & Innovation. Seven consultations were held with the university community during January and February of 2016 and 19 written submissions were received. The Steering Committee reviewed all of the commentary it received, and has generated this document.

The IARP is organized around three of the five Strategic Directions:

1. Academic Excellence and Renewal
2. Student Experience and Success
3. Research Excellence, Knowledge Mobilization and Impact

A more focused strategy for the fourth Direction, Indigenization, is being developed by the Office of Indigenous Affairs. UWinnipeg has made a strong commitment to Indigenization and aims to create an environment that embodies these values. At the broadest level, UWinnipeg defines Indigenization as welcoming Indigenous people and worldviews into all aspects of the University environment. This means incorporating Indigenous Knowledge in curricula and teaching practice, as well as critiquing colonization practices and contributing to the aims of the Truth and Reconciliation report; hiring Indigenous academics; hiring Indigenous employees into staff roles; inviting members of the Indigenous community onto campus for community learning and events; supporting faculty conducting research that benefits and aligns with goals of indigenous communities; and bringing an increased number of Indigenous students into the various academic programs we offer. Increasing the success of Indigenous students, fostering dialogue, and encouraging Indigenous research will help our part of the world engage in that process in a more robust and inclusive way. The IARP identifies some specific actions related to Indigenization; however, we anticipate a more thorough plan to be reflected in the broader institutional plan for Indigenization.

The fifth Strategic Direction (Financial and Institutional Resilience) has been used as a lens through which the actions within this document were developed. The IARP actions have also been developed within the context of UWinnipeg's new budget cycle to ensure a balance between academic value and fiscal accountability.

For each of the Strategic Directions, specific objectives as outlined in the Strategic Directions document are stated followed by a series of supporting actions to achieve that goal. The IARP is a five-year plan intended to be dynamic and responsive to changes in our environment. An annual review will occur with progress tracked and updates provided.

STRATEGIC DIRECTION 1: ACADEMIC EXCELLENCE AND RENEWAL

The integration of teaching and research nourishes the academic core of our institution. We understand that the role of faculty members is to create and disseminate knowledge through the vital and various connections between teaching and research, and we remain committed to defining, maintaining, and supporting the balance between teaching and research activities. The actions in this section address our goals regarding support for faculty members, pedagogical support and development, academic program development and review, and support and development of the Library.

1.1 SUPPORT FACULTY MEMBERS TO ACHIEVE SUCCESS IN TEACHING AND RESEARCH.

- 1.1.1 Enhance our orientation process for new faculty members to better communicate the mission and strategic directions of UWinnipeg, provide more information about the resources available to them, and ensure ongoing support for career development.

Why and How? Support for new faculty members, including contract faculty, is critical to their teaching and research success at our institution. At the outset, it is important for new faculty to understand both the mission and identity of UWinnipeg (e.g., mission, strategic directions, operational policies and procedures) as well as to be able to access the many resources available to them. Enhanced and ongoing support throughout the year in the form of workshops, informal social gatherings, and/or a website with easily accessible resources will support this action. This support should extend to mid-career faculty and to our contract faculty.

- 1.1.2 Create opportunities for all faculty members to integrate into established research networks.

Why and How? While UWinnipeg has a history of strong interdisciplinary research collaborations in many areas, we recognize that fostering more effective collaboration across more disciplines will further support academic excellence and renewal. Connecting our researchers with others who share similar interests will create new and expanded research and teaching collaborations. One example of a format for facilitating this is research “speed networking”, which encourages faculty to come together to discuss their research interests and find others with complementary interests and expertise.

- 1.1.3 Develop and implement faculty mentoring models for both teaching and research.

Why and How? It is important that new faculty members, including contract faculty, feel connected to and supported by our academic community. Implemented at the departmental level, a faculty mentoring program can achieve two goals: first it will build competence in the knowledge, skills, and procedures necessary for them to become successful in their professional careers through one-on-one interaction with senior

faculty members; and second, it will facilitate the adaptation of early career faculty into UWinnipeg by introducing and explaining the organizational culture (e.g., traditions, habits, cultures, and practices). UWinnipeg will examine and implement existing best practices within UWinnipeg departments.

- 1.1.4 Develop pedagogically sound teaching resources for all faculty members.

Why and How? Ongoing classroom support is crucial if faculty members are to grow as teachers. A positive professor who is confident and engaged will not only motivate students and contribute to their success, but will also be better able to balance teaching, research, and service responsibilities. Resources will be developed in collaboration with the Centre for Teaching and Learning Technology (CTLT) and specific Faculties and departments, and could include workshops, online resources, and a teaching handbook that draws on UWinnipeg expertise and experience to outline successful pedagogical practice.

- 1.1.5 Review the role of the Centre for Teaching and Learning Technology (CTLT) so that it becomes a vital locus for the promotion of diversified teaching strategies and resources across the academic core.

Why and How? We will review, realign, and further develop the services offered by CTLT to integrate them with our institutional teaching needs and goals. A strengthened link between CTLT and the Faculty of Education would allow us to expand our pedagogical offerings to faculty members while drawing on the existing expertise of those in the Faculty of Education. We will also ensure that the functions of CTLT are more fully responsive to the growing need for the enhanced production of videos and other digital material that faculty members use increasingly, both in their coursework and research dissemination.

- 1.1.6 Support and recognize teaching development.

Why and How? Faculty members need to be recognized for efforts to improve and develop their teaching practice. This can be achieved by creating mechanisms and procedures for further recognizing teaching excellence and by exploring ways to use internal funding to support teaching development with a goal of creating funds/grants that can be used to develop new methods, to hold workshops related to pedagogy, and to develop new curriculum.

- 1.1.7 Celebrate the teaching and research achievements of faculty members who are promoted to the rank of Professor.

Why and How? Faculty members who attain the rank of Professor are excellent examples of the kinds of work in teaching, research, mentoring, and community

engagement we value at the UWinnipeg. By honoring the achievements of colleagues who reach this rank, we confirm and make public our institutional priorities. One way of doing this would be to establish an Inaugural Professorial Lecture series, in which new Professors would be invited to speak about the inquiries that motivate their work and the implications of that work.

- 1.1.8 Support and recognize faculty advising and supervising of student researchers, interns, and learners.

Why and How? Advising and supervising students in research projects and other experiential learning is understood to be part of the teaching enterprise of UWinnipeg, but this kind of teaching beyond the classroom requires special supports and resources. Given the strategic importance we attach to training students in such transferable skills as communication, collaboration, and project management, we also want to recognize the achievements of faculty members in their mentorship of students.

- 1.1.9 Review and develop a new student evaluation of teaching process, and include other formative instruments to strengthen teaching capacity.

Why and How? We understand that student feedback on teaching is one vital constituent in assessing teaching success and providing constructive feedback. Along with other formative measures, a new SET will be developed in consultation with students and faculty members to include constructive and comprehensive feedback (both qualitative and quantitative) that measures both teaching excellence and satisfaction with the instructor.

1.2 DEVELOP OPPORTUNITIES FOR EXPERIENTIAL LEARNING.

- 1.2.1 Help students and Faculty to better understand and articulate the value of experiential learning.

Why and How? Encompassing a wide variety of pedagogical practices within and beyond the traditional classroom, experiential learning can be further developed and integrated with the traditional curriculum. There are numerous sites and opportunities for experiential learning on and off campus, including practica, coop placements and projects, symposia, and panels where students can present their experiences. As well, experiential learning offers the potential to enhance job readiness skills; it would be beneficial to reflect these experiences, as well as existing experiences such as co-op placements, on a student's transcript.

- 1.2.2 Expand our experiential learning opportunities for students.

Why and How? Students recognize the value of experiential learning opportunities that motivate their interest in learning. Our intimate learning environment has historically

provided us with the opportunity to create unique experiential learning opportunities across academic programs. We will continue to create and manage relationships with community organizations while also building on our decades of experience working within the inner city and beyond. We acknowledge the need for an institutional strategy that provides centralized support for experiential learning. This will allow us to strengthen, integrate, and celebrate the experiential learning that is already occurring while also expanding our offerings based on best practices.

1.3 DEVELOP OPPORTUNITIES FOR ONLINE LEARNING.

- 1.3.1 Ensure that online learning aligns with the academic mission and culture of UWinnipeg.

Why and How? While students appreciate and value face-to-face classroom time with their professors, they also understand that technology can serve to enhance their learning experience. As well, online learning provides access to those in remote communities or with schedules that forbid or restrict attendance on campus. Further, online learning can be an aspect of our commitment to sustainable pedagogical practices. We recognize that online learning does not serve students in all programs equally well; therefore we must use our current resources for online learning more efficiently while also investing strategically to enhance our ability to support new online learning only where it is appropriate

- 1.3.2 Strengthen online learning in courses and programs that have the capacity to create and manage these online courses/programs.

Why and How? Developing courses and programs in online formats requires commitment on the part of faculty to learning new technologies and pedagogies. Delivering such courses and programs will require commitment on the part of the relevant departments or units to invest in technology infrastructure, and on UWinnipeg to support these investments.

1.4 MAINTAIN AND DEVELOP UNDERGRADUATE AND GRADUATE ACADEMIC PROGRAMS THROUGH INTENTIONAL AND STRATEGIC PLANNING.

- 1.4.1 Ensure that, in keeping with established policy and process through committees such as Senate Curriculum and Academic Planning, new academic programs demonstrate alignment with our academic mission and are sustainable.

Why and How? We need to more fully execute the policies and draw upon the expertise and experience of our committees charged with assessing, implementing, or discontinuing our academic programs. UWinnipeg has evolved to become both an undergraduate and graduate institution. Our Strategic Directions articulate a commitment to ensure that graduate programming is pursued strategically and

integrated with our undergraduate academic core. We offer distinctive graduate programs that draw on the strengths of our undergraduate programs, our institutional location in downtown Winnipeg, existing areas of research expertise among our faculty members, and the strategic priorities of the UWinnipeg.

- 1.4.2 Review our pre-professional programs to ensure they are aligned with our academic mission, and of value to students.

Why and How? One of UWinnipeg's strengths is providing a smaller university experience. We also know that many of our students attend UWinnipeg for a few years with the intention of transferring to another institution to complete their degree, often in a program not offered at UWinnipeg (e.g., journalism, architecture, law). UWinnipeg currently offers pre-professional programs; however, no credential is awarded, and the administration of these programs must be better understood. We will review the intent, administration, and outcomes of these programs.

- 1.4.3 Expand our academic role as it relates to Indigenous languages.

Why and How? In the last several years UWinnipeg has successfully introduced Introductory Ojibwe and Introductory Cree language courses at the undergraduate levels. Preserving Indigenous languages through teaching is one of the recommendations in the Truth and Reconciliation Commission's final report. We will continue to pursue this goal by increasing our language training offerings, ensuring we have the appropriate technology related to teaching and learning languages, and creating partnerships with the intended outcome of producing research and widening the opportunities to understand Indigenous languages.

- 1.4.4 Encourage the involvement of senior faculty members in first-year teaching.

Why and How? Faculty members with the widest experience of a disciplinary field are often the most effective teachers of students who are new to the study of that field. Conversely, the fundamental questions introductory students pose keep experienced faculty members alive to the implications of their chosen field. Facilitating these connections early in a student's postsecondary education will allow more opportunities for the informal mentoring and exchanges of ideas between students and faculty members that is a distinctive aspect of the UWinnipeg experience.

- 1.4.5 Ensure that our hiring in the academic core is strategic and aligned with the University's mandate to maintain a steady state enrolment of approximately 10,000 students.

Why and how? The Strategic Directions document approved by the Board on October 2015 commits to the University maintaining its current enrolment in order to strengthen and support our academic mission as a medium-sized institution with a commitment to

a learning environment in which faculty and students can engage substantially and directly. Sustaining our current enrolment numbers requires that our faculty complement also remain at steady state; we will be strategic in our hiring, both to replace retiring faculty members with new tenure-stream hirings where warranted, and to grow or discontinue our programs where that is warranted.

1.5 BUILD THE CAPACITY OF THE LIBRARY TO SUPPORT AND SUSTAIN RESEARCH, COLLABORATION, AND LEARNING.

- 1.5.1 Develop a proposal for an enhanced library space that will benefit the UWinnipeg community.

Why and How? The Library is vital in helping UWinnipeg to achieve its Strategic Directions; it strengthens and supports student experience, student success, faculty research, knowledge mobilization, and Indigenization. The Library therefore needs to be developed into an area that constitutes an inspiring learning, teaching, research, and community space that meets the needs of current and future students and faculty. The Library will meet the evolving needs of our community by designing naturally-lit study spaces along a controlled noise continuum, group study rooms, graduate student learning spaces, environmentally controlled storage for archives to be shared with other campus cultural resources (such as the art gallery and anthropology museum), and Indigenous knowledge spaces, with the possibility of bookable digital media spaces and spaces for teaching, events, and exhibits. The Library will continue to engage in consultations with students, faculty, staff, and other stakeholders to determine how to meet today's needs while being a leader in emerging trends.

- 1.5.2 Ensure the Library's ability to manage the increasing cost of academic journal subscriptions and to support scholarly communications on campus.

Why and How? Subscribing to academic journals has become increasingly expensive. At the same time, the demand and requirement for Open Access publications is changing the scholarly publishing landscape. The Library will take a broad approach to these challenges by managing the collection budget through ongoing assessment of resources and consultation with faculty; providing technology and service supports to campus journals and publishers; developing an Open Access strategy that includes wider support for the WinnSpace Institutional Repository and general support for Open Access initiatives in partnership with the Research Office; and contributing to the development of campus-wide digital infrastructure and supports for data management, data storage/archiving, and digital scholarship.

- 1.5.3 Build the Library's capacity to better communicate its services and engage the community.

Why and How? The success of the library is directly linked to active use by students, faculty, staff, and the community. The Library will work with faculty and other departments to promote role of academic librarians in supporting students during their time at UWinnipeg through subject liaison, instruction, reference and outreach services. The Library will create more sustainable mechanisms for communicating its services, partnering with other learning supports on campus, reporting its activities, and engaging the UWinnipeg community through programming.

STRATEGIC DIRECTION 2: STUDENT EXPERIENCE AND SUCCESS

UWinnipeg aspires to offer students an excellent undergraduate and graduate experience grounded in a liberal arts education. We value accessibility and have developed a reputation for encouraging and supporting traditionally under-represented students (e.g., indigenous students; first-generation university students; students with disabilities; mature students; new Canadian students; and students from a wide variety of ethnic backgrounds) in their pursuit of a university degree. We also recognize that students value the learning and research environment offered to them at UWinnipeg, allowing for many opportunities for one-to-one interactions with faculty members. We understand the importance of a thoughtful and intentional approach to recruitment that includes ensuring that appropriate supports are available to all students, undergraduate and graduate, during their time at UWinnipeg to help them achieve their goals. The actions in this section address recruitment and retention; supports to students, particularly in their first year; and student success.

2.1 MAINTAIN OUR STUDENT BODY SIZE WHILE INCREASING DIVERSITY.

2.1.1 Develop a Strategic Enrolment Plan.

Why and How? UWinnipeg has made a commitment to maintain our current student body at approximately 10,000 for the next five years while continuing to increase diversity among traditionally under-represented students. A Strategic Enrolment Plan, currently in development, will outline a long-term recruitment strategy based on a clear and consistent message; define methods to achieve recruitment targets; express a commitment to extend our recruitment activities beyond local high schools to include an increase in our relationships with communities where traditionally under-represented students live and work; and recommend improvements to internal processes to increase our efficiency, and to ensure that our systems align with our goals.

2.1.2 Strengthen, share, and act on our understanding of how students move into and through PACE, ELP, and The Collegiate.

Why and How? UWinnipeg has several unique access points for potential students beyond the traditional sequential entry from high school. These include PACE and ELP ,

the Collegiate, and our various Community Learning initiatives. We will continue to develop the resources most needed by our students by understanding the implications of their entry point to our institution; reviewing our existing services; and better supporting students' movement through our programs.

- 2.1.3 Develop a clear internationalization strategy and plan for international student recruitment and exchange.

Why and How? We understand that the internationalization of UWinnipeg means not only increasing the number of international students on our campus but also increasing the number of UWinnipeg students who gain an international academic experience. We will develop an integrated internationalization strategy by drawing on internal student data and external trends and opportunities; promoting increased and more diverse programs of exchange and travel for our Canadian students; and incorporating ELP in a more strategic way as a pathway into our undergraduate and graduate programs. We will further integrate our internationalization strategy with our core academic mission by integrating international research activities such as symposia and research collaboration with the academic core; international knowledge mobilization; and increased and more diverse faculty exchanges for both research and teaching.

- 2.1.4 Evaluate our Community Learning initiatives to ensure that they can achieve their objectives in ways that are commensurate with their cost.

Why and How? Over the past decade we have continued to grow our Community Learning initiatives (such as Eco Kids, for example) at UWinnipeg; these are intended to increase the accessibility of a UWinnipeg education for traditionally under-represented students. Our goal with these initiatives is to strengthen those that have a clear link or pathway to our academic activities, have a proven record of increasing accessibility and/or retention of traditionally under-represented students, and are cost-effective.

- 2.1.5 Develop pathways for diverse students from undergraduate to graduate programs

Why and how? We recognize that supporting a more diverse student body – of indigenous students, international and domestic students from more than fifty countries, of many different ethnic orientations and backgrounds – requires not only that we support this diverse population as undergraduates, but that we also strengthen pathways for our own students into our graduate programs.

2.2 CULTIVATE A CULTURE OF SUPPORT FOR OUR DIVERSE STUDENT BODY.

- 2.2.1 Develop a clear strategy for sustaining and enhancing transition programs and supports.

Why and How? UWinnipeg views both accessibility and excellence as important goals. As we continue to increase the diversity of our student body by increasing the number

of traditionally under-represented students we acknowledge the need to ensure that the supports we offer are aligned with the needs of all of our student population. In particular, our transition programs and supports (i.e., initiatives intended to provide support to students as they transition into university for the first time) can contribute to a student's initial experience and subsequent success at our institution. We will conduct a review of existing UWinnipeg transition initiatives to identify best practices, understand outcomes, reduce redundancies, and explore opportunities for expansion (e.g., using online course/programs as transition pathways into UWinnipeg, particularly for students who live outside of Winnipeg).

- 2.2.2 Strengthen the role of the English Language Program (ELP) in preparing students for university beyond the language requirement.

Why and How? ELP delivers high quality programming to international and domestic students seeking to enhance their English proficiency. Many students complete programs in ELP with the intention of going on to complete a degree at UWinnipeg. To increase the likelihood of success for these students, we will strengthen the role of ELP as a transition program to UWinnipeg by further embedding undergraduate courses within the ELP curriculum. ..

- 2.2.3 Create more opportunities for students from diverse backgrounds to succeed.

Why and How? UWinnipeg takes pride in its diverse campus environment. Our continued goal is to ensure that all students feel welcome on campus and are supported to achieve their full potential. We are aware that people bring different knowledge and expectations from various cultures and backgrounds, and we must be mindful of communicating our own campus culture and policies. We also want to promote diversity in the classroom, the laboratory and the Library, as well as in our teaching materials and our curriculum. Ultimately, we believe academic success can be enhanced by creating a culture of support at UWinnipeg and instilling a common sense of pride among all students, while continuing to celebrate and support individual identities.

- 2.2.4 Conduct a comprehensive review of our academic schedule to determine if there are specific courses or programs that might benefit from being offered in a non-traditional format (e.g., weekend intensive courses).

Why and How? As we continue to increase the diversity of our student body, we must be aware that the needs of our students may not always align with our current activities. Part-time and mature students often prefer to take their courses outside of the traditional 8:30 am to 4:30 pm schedule. To understand where and how scheduling changes might be needed, we will conduct student and Faculty surveys to understand demand and opportunities for alternative scheduling options and course formats.

- 2.2.5 Review the mandates, services, and procedures of student supports and services (such as advising or counseling, for example) to ensure that students are well supported during their time here, and that resources are being used efficiently.

Why and How? Alignment between the needs of students and the services being offered is an important aspect of student success. Being able to assess this alignment includes regular evaluation of defined outcomes. Part of our plan to increase student retention and student success will include a review of the current operations within the office of Strategic Enrolment Management and Student Services. For some students, information on policies and procedures is very difficult to find. We will work with the Office of Marketing and Communications to explore models and approaches on how best to disseminate appropriate information on Frequently Asked Questions in a manner that will reach students.

2.3 DEVELOP CURRICULA RELATED TO SUSTAINABILITY ISSUES AND THEIR INTEGRATION WITH OUR ACADEMIC MISSION.

- 2.3.1 UWinnipeg students should have increased access to diverse courses that address definitions and principles of sustainability and sustainable development.

Why and How? Research on UWinnipeg's curriculum shows that we enjoy a strong tradition of teaching courses that address sustainability and sustainable development. We will explore opportunities for the University to further support those departments interested in developing courses and curricula that address sustainability.

- 2.3.2 Students who are interested in sustainability issues should be able to graduate from UWinnipeg with hands-on, real world experience implementing sustainability through course work and through appropriately mentored co-curricular projects on campus and/or in the community.

Why and How? Some of our students want to graduate as effective change agents; we can play an important role in helping them to develop the skills to accomplish this goal. By actively pursuing and supporting teaching and research that use the University campus as a site for project-based learning, our students can gain valuable experience, while contributing in concrete ways to advancing the University's sustainability goals.

2.4 DEVELOP AN INSTITUTIONAL UNDERSTANDING OF A "SUCCESSFUL UWINNIPEG GRADUATE".

- 2.4.1 Develop an approach to track and assess our graduates longitudinally.

Why and How? UWinnipeg has a reputation for graduating students with both a solid academic foundation and a comprehensive set of skills and abilities related to a liberal

arts education such as critical thinking; social engagement; communication; respect for diversity; and problem solving. We must continue to help our students and the broader community understand the value of a liberal arts education from UWinnipeg. We will gather knowledge about our graduates through both surveys and focus groups, as well as knowledge about the benefits over time of a UWinnipeg degree. We will build institutional capacity for tracking alumni through the Alumni Office by gathering information on existing best practices for maintaining connections with graduates.

2.4.2 Complete a retention framework for UWinnipeg.

Why and How? Both the retention rate and graduation rate for undergraduate students in Manitoba are lower than at Canadian post-secondary institutions in many other provinces. We understand that part of the reason for this low rate of retention at UWinnipeg is due to the large number of our students who begin their studies here with the intention of transferring to another institution to complete their degree. However, we are also aware that some students face barriers to degree completion (e.g., finances, academic challenges, social isolation and loneliness). Our Retention Framework will be based on a retention analysis of our students and a review of best practices at our own and other post-secondary institutions. It will include recommendations and an implementation plan for initiatives intended to increase the retention rate and success of our students.

2.4.3 Work to retain Indigenous students by identifying gaps in supports, understanding best practices, and implementing solutions.

Why and How? Because the retention rate of undergraduate Indigenous students at UWinnipeg is lower than that of the rest of the student body, we will develop and implement specific retention supports for Indigenous students..

STRATEGIC DIRECTION 3: RESEARCH EXCELLENCE, KNOWLEDGE MOBILIZATION, AND IMPACT

The University of Winnipeg supports faculty in the pursuit of research excellence across disciplines. With a decade of growth in both tri-council research as well as in externally funded activities, our faculty are contributing to excellence in both the creation and dissemination of findings. However, the supports to mobilize knowledge must expand to ensure that our broadly shared research targets a range of audiences using a variety of approaches. Excellence in research, enhanced with innovative infrastructure such as well-equipped laboratories and learning and Library spaces, along with support for our centres and institutes, will provide the environment necessary for faculty to thrive in during all stages of their academic careers. In addition, we celebrate the role of students, senior and visiting scholars, and our post-doctoral fellows, all of whom contribute substantially to our research and teaching.

Our Canada Research Chairs and internally funded Chancellors' Chairs have also contributed greatly to our research profile. With respect to the Canada Research Chairs, it is important to note that a Strategic Research Plan identifies the following research thrusts: Applied Health and Medical Research; Cultural Studies; Environmental Studies; Experimental Physics; Fresh Water Ecology and Hydrology; Indigenous Development; Materials Science; Planetary Science; and Urban Studies.¹ These research areas have helped define a decade of research excellence among our CRCs and the vital body of research that they and others have produced. As we move forward, the IARP outlines a strategy that enhances research in a number of ways, including defining the supports, services, and ultimately, the pathways that enhance our faculty's ability to undertake their research.

3.1 STRENGTHEN OUR CAPACITY TO PROVIDE RELEVANT RESEARCH SUPPORT TO FACULTY MEMBERS.

- 3.1.1 Increase the capacity of the research office to provide assistance with grant writing and grant report preparation, assistance with the communication of research results, facilitation of collaboration and external partnership development, and assistance with the budget preparation of active research programs.

Why and How? The Research Office plays a key role in the support of faculty. Providing increased resources to support faculty success in research is fundamental to achieving greater impact; the means by which to strengthen our success include building on new positions that enhance both external and institutional opportunities. We will examine our internal grants and funding so that they provide appropriate support to faculty members, and we will review the current structure and use of these funds in order to ensure that they address areas aligned with our strategic directions (e.g., research grants for new faculty; research grants for faculty members who are between grants; grants to support faculty in their pursuit of teaching and/or curriculum development).

- 3.1.2 Find additional ways to support and encourage faculty members to work in collaboration with Indigenous scholars, students, and community members.

Why and How? In keeping with our commitment to Indigenization, we will seek to establish venues and create networks for the university community – students, faculty, and staff – to engage in indigenous research, pedagogy, and scholarship.

- 3.1.3 Leverage the work of our institutes and centres.

¹ A copy of the UW SRP can be found at: <http://www.chairs-chaire.gc.ca/program-programme/srp-prs/winnipeg-eng.pdf>

Why and How? It will be critical to support our growing complement of institutes and centres to maximize their role in contributing to research excellence and knowledge mobilization on campus by building on their distinctive contributions to research excellence.

- 3.1.4 Expand our definition of “successful research” to include both traditional measures (e.g., tri-council grants, number of peer-reviewed publications, and impact factors of journals) and newer measures that are more discipline-relevant (e.g. external funding, partnership and network development along with community impact). Develop methods of recognizing and supporting knowledge mobilization and research exposure activities of faculty who are parts of teams or who work independently.

Why and How? UWinnipeg produces excellent research across a wide variety of disciplines. As we increase our research productivity and impact, we are aware that our size can be a disadvantage when it comes to traditional ways to measure research success. In order to define success in research in a way that reflects the work of all UWinnipeg faculty members, we will review our approach to better align with faculty activities and expectations that meets the needs of various disciplines.

- 3.1.5 Explore the methods and metrics by which we measure our research impact both locally and globally while also supporting discipline-relevant approaches to assess success (e.g., creative activities; indigenous methodologies) and valuing the role of UWinnipeg journals and publishing.

Why and How? We must become more adept at communicating UWinnipeg research productivity to the public sphere beyond the university. Using a range of methods to maximize both reach and exposure, we will work with various internal stakeholders (faculties and units) to develop a strong institutional framework that supports faculty in disseminating their research to a broad audience. We will also further promote and support our internal publications community.

- 3.1.6 Promote partnerships among UWinnipeg’s scholarly journals, the Library, and the Research Office to explore models for sustaining publications and digital publishing on campus.

Why and How? UWinnipeg produces internationally renowned scholarly journals spanning many disciplines. The UWinnipeg Library digitally hosts a number of these journals while working with editors to find sustainable approaches that include Open Access publishing. Creating a ‘publishing collective’ on campus will increase opportunities for students to participate in knowledge creation, and open doors to other areas of knowledge creation and dissemination on campus. It will also open a dialogue related to the value of digital scholarship and publication in the tenure and promotion process.

- 3.1.7 Maintain and grow partnerships between departments, other post-secondary institutions, and external organizations.

Why and How? UWinnipeg has a strong history of intersectoral research based on partnerships among and between faculty and within our centres and institutes. Partnerships among faculty members create many benefits, including increased opportunities for funding, enhanced opportunities for knowledge mobilization, and the nourishing of a culture of collaboration. Similar benefits arise when we partner with people and organizations external to the university. It is important to have supports to facilitate partnership development. The Research Office will promote a collaborative approach across the university by facilitating inter-departmental collaboration, providing resources and supports to those who have developed connections, and creating formal and organized opportunities for faculty to communicate their research to a broad audience. These initiatives will build on strategic hires that support partnership development and institutional research opportunities. As well, we must work to strengthen the role of our centres and institutes that have enhanced our research profile locally and internationally.

- 3.1.8 Support unique research opportunities that highlight our impact in emerging sectors such as the area of sustainability.

Why and How? The University's experience in achieving sustainability goals presents important opportunities for influencing work undertaken beyond the campus that presents opportunities for academic study. We encourage sustainability research that recognizes the campus as a case study: at the same time, we can do more to move our sustainability-related research and actions further into the public domain.

- 3.1.9 Examine our physical research infrastructure and compliance standards to ensure safe working environments for faculty and staff

Why and How? Research spaces provide faculty with the ability to carry out their work. Supporting the Safety Office to provide the right support enhances the quality of our workplaces and ensures that we comply with changing regulations. Working with the Faculties, the Research Office, and the Safety Committee, we will continue to provide the right support to ensure a safe working environment on campus.

3.2 EXAMINE OPPORTUNITIES FOR UNDERGRADUATE, GRADUATE STUDENTS, POST-DOCTORAL APPOINTMENTS AND VISITING SCHOLARS IN RESEARCH.

- 3.2.1 Support research opportunities for undergraduate and graduate students.

Why and How? One of UWinnipeg's strengths lies in the many opportunities provided for undergraduate and graduate students to participate in faculty research. Building on

our success in recognizing the importance of student support for faculty research, we will continue to explore resources and opportunities for students to develop their research skills, as well as to develop skills that promote job readiness. . We will seek funding to support these initiatives and assess other resources to enhance students' development as researchers.

- 3.2.2 Examine the appointments of post-doctoral fellows and visiting scholars at the University of Winnipeg to ensure that our policies are relevant and support research excellence and success.

Why and How? Undertaking an assessment of the role of post-doctoral fellows and seniors scholars at the University of Winnipeg will focus on ensuring we are providing an environment for a positive experience in teaching, research and scholarship while on campus.

- 3.2.3 Further support senior scholars, professors emeritus and our Research Chairs (e.g., Canada Research Chairs and Chancellor Chair) in the pursuit of research excellence and knowledge mobilization.

Why and How? Examine the ways in which we support our scholars and Chairs to ensure that there is the right mix of supports to enhance research activities and the mobilization of activities. This may include the provision of space and support. It must also include the ways in which we celebrate appointment and provide opportunities for Chairs to share research activities.

3.3 BUILD ON OUR STRONG HISTORY OF KNOWLEDGE MOBILIZATION AND IMPACT BY EXPLORING OPPORTUNITIES AND RESOURCES THAT MOVE OUR RESEARCH FURTHER INTO THE PUBLIC DOMAIN, INCLUDING ASSESSING OUR DIGITAL INFRASTRUCTURE.

- 3.3.1 Develop an institutional strategy and communication plan for creating and disseminating research.

Why and How? We recognize that knowledge mobilization occurs on campus. UWinnipeg faculty produce knowledge that supports communities, advances research, influences policy, and strengthens the workforce. We must encourage ongoing efforts while supporting new ways of communicating our research, scholarly, and creative activities. Strengthening our ability to share and archive our knowledge supports many of our strategic directions and increases our visibility in the community. Our knowledge mobilization goals are broad: we want to assist faculty members in their attempts to facilitate partnerships and, where warranted, to make their research more accessible to

the public. We also recognize the need to archive these data to ensure they are accessible in the future.

- 3.3.2 Create flexible, open, digital media spaces on campus to allow students, faculty, and external users to interact with technology for teaching, research, and sharing information.

Why and How? We need work with the Library to support and grow our ability to share and archive our knowledge. We must also acknowledge that changing Tri-Council policies in the areas of open access and open data will require internal policies to ensure that research conducted by our faculty members is available in new ways. This goal will require investment in infrastructure and supports. Moving our research into the public domain in a responsible and meaningful way encourages people to come onto our campus to learn about our research, engage in dialogue, and meet our faculty members and students. Video production, visualization screens, maker spaces, telepresence, and robotics are increasingly being used to learn, create, and mobilize knowledge. Flexible spaces built with the assumption that technology is ever changing will allow UWinnipeg to evolve alongside technological advances.

- 3.3.3 Participate in digital infrastructure initiatives to build capacity at UWinnipeg in data management and dissemination of information.

Why and How? Building the capacity of the Library to work collaboratively with faculty and departments to store, preserve and disseminate unique digitized collections, digital archives, and other forms of scholarly digital work on campus is critical. Research Data Canada, the Canadian Association of Research Libraries (CARL) and other organizations are creating national solutions to safeguard and promote Canada's research data. The UWinnipeg Library will partner with the Research Office, TSC, and across departments to ensure strong participation in these programs and grow supports to faculty as they navigate the upcoming Tri-Council requirements on Open Data.

NEXT STEPS

Upon approval of the IARP by Senate, the implementation of the IARP will be facilitated jointly by the Provost and Vice-President, Academic and the Vice-President, Research and Innovation. The implementation plan will identify timelines, resource implications, and measures of success for each of the action items in the IARP. The plan will ensure transparency, accountability, and the annual communication of progress to the university community.